



MAR 2014

TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

AND THE WINNER IS... by Joey Randich

Congratulations to Garrett Mitchener (Mathematics) for successfully finding last month's easter egg!
Last month, TLT announced that an easter egg would be hidden in each newsletter, and anyone that finds it will be entered into a drawing for an excellent prize.

There were many folks that found TLT's first easter egg, but Garrett was the lucky winner. He was awarded an instructional technology app/tool of his choice.

Keep reading the newsletter and keep searching for those easter eggs for your chance to win!

image: <http://goo.gl/u0cyve>



IMPORTANT INFORMATION REGARDING OAKS AND GOOGLE CHROME

by Mendi Benigni

There is a known compatibility issue with OAKS and Google Chrome versions 32 and 33 (beta). With Google Chrome versions 32 and 33 (beta), pop-up windows are not working properly within OAKS. These pop-up windows are used frequently throughout the system. The common behavior is that a window will display "Loading....", but then times out to a blank window. If you experience these issues, we recommend that you try another web browser such as Firefox, Safari or Internet Explorer. Desire2Learn is looking into the issue, however, they do not currently have a time frame for a resolution.

USING IPADS FOR RESEARCH

by Dr. Ghazi Abuhakema (Asian Studies)



In the summer of 2012, I was overseas on a business trip. While touring the city where I worked, I came across an interesting idea to research. I was interested in analyzing the language of written ads, including the use of images. To do that, I started collecting newspapers and magazines. However, that was not convenient, since I did not need the entire issues, and I was coming back to the United States to do the research and writing. But I also needed to document those ads on billboards. I did not have a camera or even a good phone handy to take pictures. It came to my mind that I had my iPad. Therefore I started using it to take photos of all ads I come across on the streets. I also used it as a camera to take photos of printed ads in newspapers and magazines. That way, I did not have to worry about the weight and the inconvenience of transporting all those hard copies of newspapers of magazines. Based on the ads that I collected during my trip, I was able to write an article and publish it in a peer refereed journal. I am now involved in another article where the data comes from those images that I have collected and stored on my iPad.



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POLLING AND POLL EVERYWHERE FACULTY ROUNDTABLE DISCUSSION RECAP

by Mendi Benigni

At TLT's latest Faculty Roundtable Discussion, held on Monday, February 24th, faculty discussed their use of polling, in particular Poll Everywhere, into their teaching to increase student engagement and assess understanding. Poll Everywhere is an online polling and quizzing app that works like an audience response system (clicker) but using the student's cell phones, computers, and mobile devices. A university-wide license for Poll Everywhere is available to all CofC faculty, staff and students. If you are interested in trying Poll Everywhere after watching the Roundtable recap contact your Instructional Technologist. We'd like to thank Sarah LeBlanc (Communication), Ryan Milner (Communication), Cynthia Hall (Geology), and Brooke Van Horn (Chemistry) for giving their time and expertise to this conversation. To watch the video of the Roundtable, visit: <http://goo.gl/ySydAs>

IPAD SCREENCASTING APPS TO CREATE DEMONSTRATIONS AND LECTURES

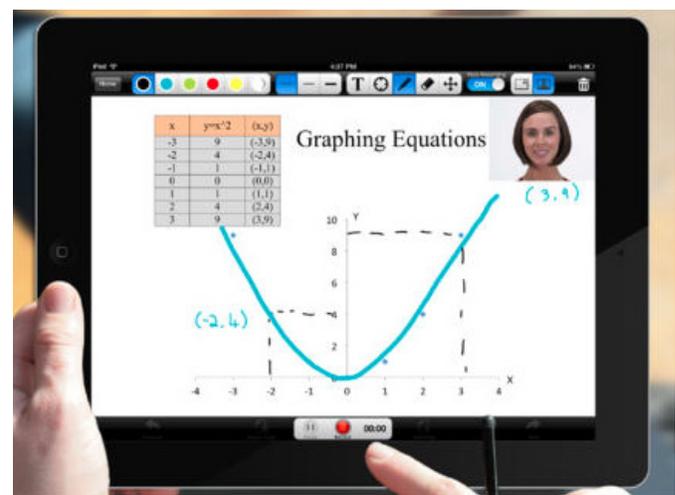
by Mendi Benigni

With more people flipping their classrooms and teaching online screencasting has become a popular way to deliver content. Screencasting is a video recording of what occurs on a computer screen. Normally, computer screencasting apps will allow you to record anything that you do on the computer. Screencasting on an iPad is slightly different. Currently there is no app that records everything that you do on the iPad but there are apps that let you record many of the things that you would use in a lecture or a lesson. Over the past few days I tested ten different screencasting apps (some paid, some free). While they all allow for voice recording over a whiteboard many of them offered extra features that set them apart from each other. I was looking for the ability to add presentations, images and files, a whiteboard, and overall flexibility. The iPad Screencasting App Matrix is a full matrix of each app's features, price and restrictions. Below are the apps that I evaluated and my thoughts of each. Keep in mind that this is my opinion. I encourage you to choose a couple and try them yourself.

Playback - Screencast Creator for Dropbox (free)

Playback is a free screencasting app. It's primary focus is as a whiteboard app. You can create a Playback session from an image or a PDF but you have to do it at the beginning, before you begin the recording. You can't add images or PDFs on the fly. What I don't like is that you have to open these PDFs

and images from Dropbox or your iPad and then send them to Playback. Playback also has the ability to record the camera on the iPad (see image 1). It allows you to have the small camera image in the upper corner or you can have it display larger in the middle of the screen, which is a unique feature. However, on playback, the video in the corner, shot from the camera, was way behind the audio and it was very distracting.



To continue reading this post, please visit <http://goo.gl/oIFSuc>.

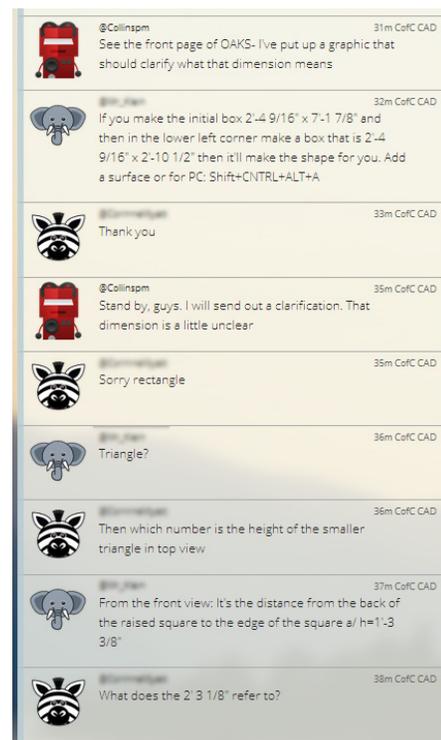
STUDENTS HELPING STUDENTS WITH CELLY

by Paul Collins (Theatre and Dance)

As part of the Scenery and Lighting Design and Production concentration in the Theatre major, students are required to take a course in which they learn Computer Aided Drafting and Design. The software on which the students learn is brand new to nearly all of them, and very complicated. We spend time in class going over the necessary skills and tools, but the students are then expected to complete exercises in the computer lab as homework. Because of the complexity of the software and the lack of experience that the students have with it, struggles are very real and frequent, and I spend a lot of time with individual students working through the process.

While I work closely with each of the students, I have also noticed in previous semesters that the students do a great job helping each other. Sometimes while I am working with an individual in class, another student has a question about something, but by the time I get to this student, a neighbor has helped to solve the problem. I encourage the students to work on their homework in the lab together so that they can take advantage of what I call 'the collective wisdom of the class'.

During the Faculty Technology Institute (in Spring 2013), I was introduced to a tool that has allowed me to expand this 'collective wisdom' beyond the walls of the classroom. Celly (simply <http://cel.ly/> in your web browser) is a kind of online discussion board, similar to other discussion boards that you may be familiar with (including the tool available in OAKS). However, the advantage that Celly has over traditional discussion boards is the ability for the user to receive and send messages in a number of different ways: via email, mobile app, online web portal or text. The text feature is what makes this tool truly powerful- by connecting the discussion to a cell phone, posts to the board are more immediately available both to the students and to me. A question can be put up on the Celly, and be responded to almost immediately by whoever gets to it first. Here is an example of one of the conversations (note... read the conversation from bottom to top)



In this situation, a student asked for clarification about a handout. Within a minute, another student joined the conversation to try to help, as well as giving advice on how to create the shape in question. I also was available to help at this time, and checked the handout so that I could answer the question. Within 8 minutes, I had the problem figured out, and posted a clarification to OAKS to clear things up for the whole class. This is only one example of what is a relatively easy question, but would likely have caused this student to either be unable to continue, or at the very least have to go back and make significant revisions. If the message had gone to a discussion board or email, the response time would not have been nearly as quick as the text message allowed.

To continue reading Paul's post, please visit <http://goo.gl/vkiOvw>.

USING GOOGLE APPS FOR COLLABORATION

by Jessica Smith (Communication)



Think of any movie that features scenes of the college classroom. Hollywood portrayals typically include the archetypal professor, wearing glasses and chalk on the sleeve, standing before a theatre-style hall, lecturing from a podium. When I first began teaching, I had visions of Robin Williams, in *Dead Poets Society*, serenading his students with lessons about love and life.

These Hollywood fantasies were quickly crushed my first semester teaching. Students slept, read newspapers, worked on homework, and gazed out the window. Now, they text their friends and surf the Web on their laptops. Despite my frustration over their lack of engagement, I was determined to craft lectures that would rouse my students to declare “Captain, my captain” while standing on their desks.

I didn’t realize until after that first semester that my steadfast commitment to becoming a “sage on the stage” was actually preventing me from inspiring and motivating my students. I have since dedicated myself to learning about innovative methods for engaging students, including the latest education technology tools. One such tool is Google Apps for Education (<http://goo.gl/v5AHS1>), a suite of web-based applications.

Since the College has a site license, many students and faculty use this free resource for individual academic pursuits. But I believe Google Apps was especially designed for use in the classroom, allowing students and faculty to collaborate on projects, activities, and assignments. This semester, I have made a concerted effort to use Google Apps more frequently and creatively in my classes.

In this post, I’ll address how I use Google Apps for various forms of collaboration, including:

- **Workshopping and peer editing**
- **Collaborative writing and peer instruction**
- **Brainstorming and crowdsourcing**

I teach in the Communication Department, so my students complete numerous writing assignments throughout the semester. One of the most important phases in the writing process is revising and Google Docs is ideal for workshopping and peer editing. Students compose their writing assignments in Google Docs (or upload their document to their Drive) and share it with their classmates and me. I ask students to focus on two or three specific tasks (such as reviewing APA format or critiquing thesis statements). To teach students how to effectively edit, hold them accountable, and assign participation points, I track my students’ comments on their classmates’ documents. Kaitlin Woodlief, one of our TLT gurus, taught me how to comment in Google Docs: Students select the text they’d like to comment on then go to Insert > Comment > type their feedback. The comment will be saved with the student’s name and date/time. This allows me to keep track of students’ comments so I can ensure they are truly doing their best to help each other improve their writing.

To continue reading Jessica’s post, please visit <http://goo.gl/4yy3h3>.

Unscramble the bolded letters scattered throughout the newsletter, and send your word to tlt@cofc.edu with the subject line “March newsletter easter egg” for a chance to win a fabulous prize!

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